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ABSTRACT

A curriculum is a repertoire of learning experiences, planned and organized according to the program's educational goals. The curriculum development process of early childhood education differs in many ways from that of other levels of education. Intended for curriculum planners, education policy-makers and other early childhood education professionals, this collection of articles illuminates many of the issues related to early childhood curriculum development as it exists today and as it has evolved over time. Following an introductory chapter by the editors on concepts of early childhood curriculum, the articles in the yearbook are: (1) "Early Childhood Curriculum and Cultural Definitions of Knowledge" (Bernard Spodek); (2) "Diversity and Change in Young Children: Some Educational Implications" (Herbert Zimiles); (3) "The Concept of Development in the Early Childhood Curriculum" (Anthony D. Pellegrini and Janna Dresden); (4) "A View of Materials as the Texts of the Early Childhood Curriculum" (Harriet K. Cuffaro); (5) "The Role of Play in the Early Childhood Curriculum" (Olivia N. Saracho); (6) "Current Technology and the Early Childhood Curriculum" (Douglas H. Clements); (7) "Moving from Here to There: Rethinking Continuity and Transitions in Early Care and Education" (Sharon L. Kagan); (8) "Informal Social Support and Parenting: Understanding the Mechanisms of Support" (Joseph H. Stevens, Jr.); (9) "The Influence of Standardized Tests on the Early Childhood Curriculum, Teachers, and Children" (Lorrie A. Shepard); (10) "Searches for Validity in Evaluating Young Children and Early Childhood Programs" (Douglas R. Powell and Irving E. Sigel); (11) "Trends in Early Childhood Education and Development Programs: Perspective from the Developing World" (Cassie Landers); and (12) "Curriculum Alternatives for the Future" (Olivia N. Saracho and Bernard Spodek). Each of the articles contains references. (HTH)